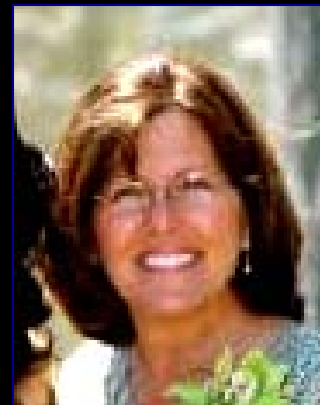# Michigan School Readiness Program
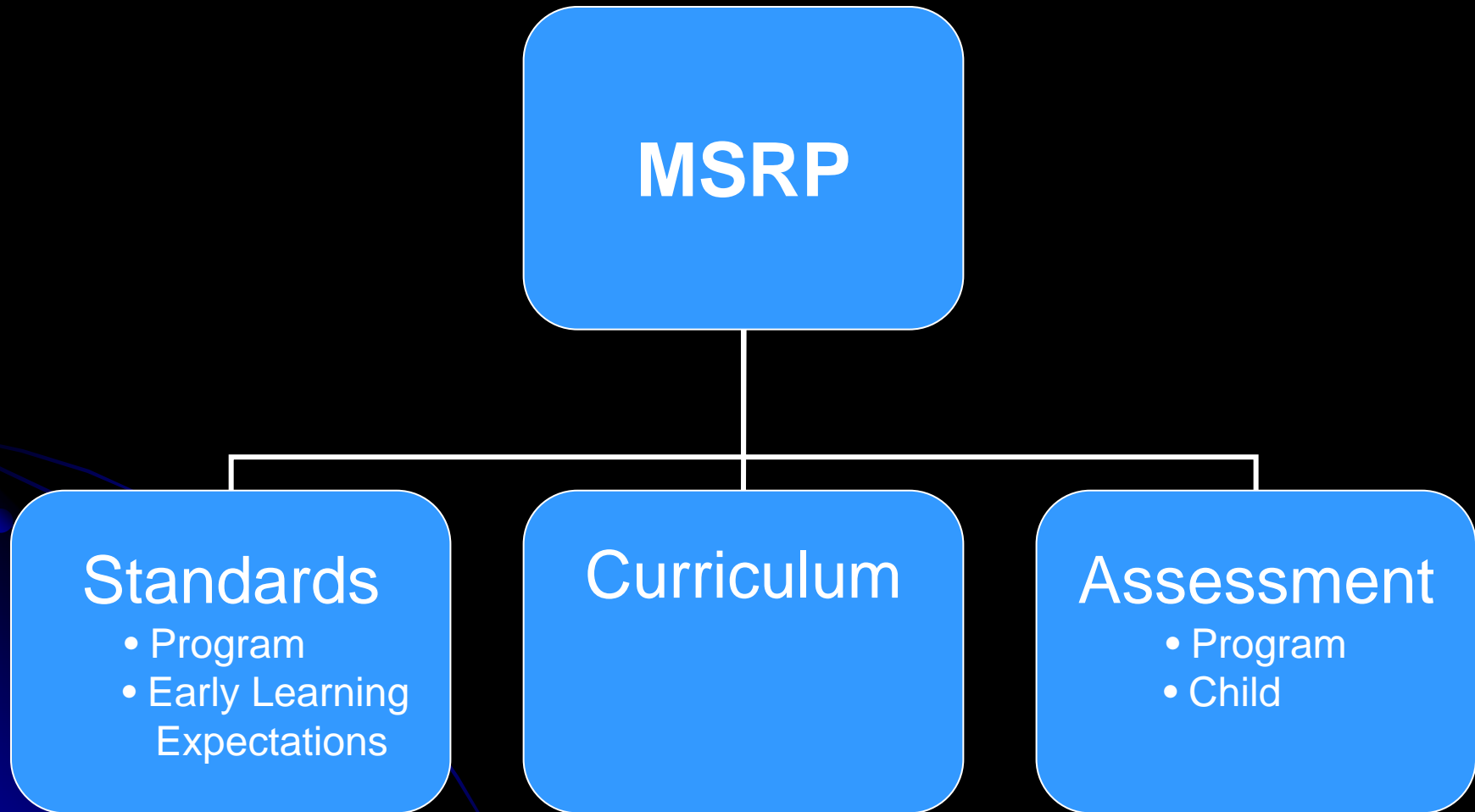## Creating Meaningful Goals and Objectives

Objectives

Participants will be able to:

- Discuss horizontal alignment

- Use compiled assessment data to develop a program improvement plan

Horizontal Alignment

MSRP

Standards
- Program
- Early Learning Expectations

Curriculum

Assessment
- Program
- Child

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Required Tools

- Early Childhood Standards of Quality for Prekindergarten
- Comprehensive Curriculum
- Appropriate Child Assessment
- MSRP Implementation Manual
- Program Quality Assessment (PQA)

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System Design: Michigan Pre-K

Program Standards

- *Early Childhood Standards of Quality for Prekindergarten:*
  - *Quality Program Standards for Preschool and Prekindergarten Programs*

Standards for Children's Learning and Development

- *Early Childhood Standards of Quality for Prekindergarten:*
  - *Early Learning Expectations for Three- and Four-Year-Old Children*

Program Assessment

- High/Scope *Program Quality Assessment (PQA)*

Child Assessment

- Local option, recommendations:
  - *Child Observation Record (COR)*
  - *Creative Curriculum Developmental Checklist*
  - *Work Sampling*
  - Others

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Questions

Project Plans

Using *aggregate* PQA data to create meaningful Goals and Objectives

- Program Quality Improvement
- Parent Involvement

Quick Review of the PQA Format

- Item and description of the item

- Space for supporting evidence

- Rows of descriptors (levels 1, 3 and 5 with boxes)

- Scores from 1-5

Using previous year data…

- Talk about it! Talk about it! Talk about it!

  - Why?

  - Who?

  - When?

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Plan for Improvement

- Identify the PQA item and score that you would like to improve.

- Identify your strengths and what you will need to change.

- Develop your plan for improvement.

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| II-K. | The program has a time each day for snacks or meals that encourage social interaction. [Note: If time for snacks or meals is set aside but not observed, score at level 1.] * | 1 | ② | 3 | 4 | 5 |

	Level 1 Indicators:		Level 3 Indicators:		Level 5 Indicators:	Supporting evidence/anecdotes:
☐	There is no time set aside for a snack or a meal.	☐	Sometimes there is time set aside for a snack or a meal.	X	There is a daily time set aside for a snack or a meal.	Snack happens every day, after large-group time.
☐	Children do not have choices at snack or meal time. Adults tell children how or what they can eat (e.g., children cannot eat their fruit until after they eat their vegetables).	☐	Children have some choices at snack or meal time.	X	Children have choices at snack or meal time (e.g., whether to eat, what to eat, how much to eat, whom to sit next to).	ch sit where they choose, 1 ch ate several crackers and no cheese, rest ate crackers and cheese
☐	Children do not do things for themselves at snack or meal time. Adults set up, serve, and clean up.	X	Children sometimes do things for themselves at snack or meal time.	☐	Children do things for themselves at snack or meal time (e.g., pour the juice, distribute the napkins, wipe up spills).	adults poured the juice for all children. children served themselves crackers and cheese food
X	Adults do not eat with children.	☐	Adults sometimes eat with children.	☐	Adults eat with children.	adults stand over children and watch them as they eat
☐	Adults do not interact with children at snack or meal time.	X	Adults sometimes interact with children at snack or meal time.	☐	Adults interact with children at snack or meal time (e.g., adults listen to children and participate in their conversations).	adults comment about what the children are eating A-"You must be hungry" A- "Cheese is good for you."

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Program Quality Goal

Program Goal / PQA Item: II-K

The program has a time each day for snacks or meals that encourage social interaction.

Current Score: __2__   Desired Outcome/PQA Score: __5__

Step 1. What are you currently doing well?

Step 2. What will you need to start doing?

Step 3. Identify barriers that might get in your way.

Step 4. Is there any additional information that you need?

Step 5. Who else will you need to involve?

Step 6. Activities to improve current practice

- Teacher knowledge
- Classroom materials
- Curriculum strategies

Step 7. What is your time line for each activity?

Step 8. How will you measure the effectiveness of the change?

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Parent Involvement Goal

- Ditto!

Questions

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Project Plan

Use an appropriate child assessment tool to create meaningful goals and objectives

- **Child Development Goal**

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Three Assessment Choices
that make it easy
to Aggregate Data for MSRP

- The Work Sampling System

- High/Scope's Child Observation Record (COR)

- Creative Curriculum's Developmental Continuum

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Six Essential Components of Appropriate Assessment

1. **Developmentally appropriate**
   - Process – does not disrupt a child's day
   - Content – looks beyond cognitive skills to assess the whole child

2. **Researched-based**
   - Both reliable and valid

3. **Directly linked to a curriculum model**
   - Part of a system – linked to curriculum strategies and resources

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Six Essential Components of Appropriate Assessment

4. **Practices the team approach**
   - Involves all members of the staff who have regular contact with the children

5. **Information exchanged with families**
   - Assessment is the catalyst for sharing

6. **User friendly**
   - Jargon-free
   - Doesn't require an advanced degree or rigorous, lengthy training

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Guidelines for Writing
Objective Anecdotal Evidence

- Be factual – focus on what the child did and said
- Be specific, yet brief
- Write complete anecdotes by using the following format:

  - Date
  - Beginning: Identify when, where and who
  - Middle: describe what children did & said
  - End: when applicable, state the outcome

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A good anecdote…

11/16/07: During Small Group Time, in the art area, Jessie pushed several sticks into clay. He put one stick on top of others, pulled back and released lower sticks, which made the top stick fly across the table. "Look! I flied it!" T. You flew it! "Yeah, I flew it!"

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Assessment data is used to improve your practice in these 3 areas:

- Daily planning for individuals and groups

- Evaluating how well a program is meeting goals for children

- Identifying program improvement and staff development needs

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Creating a Plan for Program Improvement

- Develop your program's goals and objectives

- Improve current practice

- Evaluate your effectiveness

Let's begin with data!

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Step 1-Analyze the Data

- Determine the gain scores for each domain.

- Determine the domain with the lowest score.

- Build the Child Development goal/objectives based on that domain.

Gain Scores Example

- Compile the average of all children's scores for initial (Time 1) and final (Time 2).

Time 1 average= 1.5

Time 2 average= 2.5

- Get your gain scores by subtracting Time 1 from Time 2

Time 2 - Time 1 = Gain

2.5 – 1.5 = 1

1 is the Gain Score

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Analyze the Data to Determine the Area of Concentration

	Initial	Final	Gain
Approaches to Learning	1.3	2.8	1.5
Social/Emotional Dev.	1.7	3.1	1.4
Language & Literacy	2	3.6	1.6
Creative Development	2.2	3.3	1.1
Physical Dev. & Health	1.6	1.9	0.3
Early Learning Math	1.5	1.9	0.4
Early Learning Science	1.2	2.2	1.0

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Step 2: Connect to
Early Childhood Standards of Quality for Prekindergarten

- Connect your identified area to specific *Early Learning Expectations for Three and Four-Year Old Children*
  - You can use these standards and expectations to help you and your staff get a better understanding of this content area
  - Together, identify which specific items are strengths and which are gaps
  - Look at the section titled <u>**Children Typically**</u> for additional information

Step 3: Map To
Your Assessment's Items

- Link the **Early Childhood Standards of Quality for Prekindergarten** to specific assessment items on your assessment tool.

- Horizontal alignment

Step 4: Identify Your Program's Strengths In This Area

- What do you already have in place to support children's learning in this area?

  - Look at: -staff expertise

              -classroom materials

              -curriculum support

Be sure to identify the program strengths and **tell everybody**!!

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Step 5: Activities to Improve Current Practice

- Activities are directly related to goals/objectives being met

- Be specific.

Step 5: Activities to Improve Current Practice

- Supplementing teacher knowledge

  - Training series
  - Workshops
  - Curriculum books, journal articles
  - DVDs, videos
  - Mentoring

Step 5: Activities to Improve Current Practice

- **Supplementing classroom materials**
  - Recyclables
  - Home-made
  - Real

    (donated by parents, community, etc.)
  - Purchased

Step 5: Activities to Improve Current Practice

- Supplementing curriculum strategies that support learning
  - Daily schedule or routine
  - Planned activities
  - Specific interaction strategies

Step 6: Realistic Timelines

- Be specific about each activity.

Step 7 - Measurement Strategy

- How will you evaluate the effectiveness of the change?

  - Outside observation and evaluation by the Early Childhood Specialist including observation, feedback, and professional development.

  - Re-evaluate using the child assessment tool.

  - Review aggregate data.

MSRP Consultants

- Connie Robinson (blue)

    (517)241-4291

    robinsonc1@ michigan.gov

- Blanche Deren (lavender)

    (517)241-4289

    derenb@michigan.gov

- Judy Levine (entire state)

    Competitive MSRP

    (517) 373-8664

    levinej1@michigan.gov

Blanche Deren
(517) 241-4289
derenb@michigan.gov

Connie Robinson
(517) 241-4291
robinsonconnie@michigan.gov

Blanche & Connie = Detroit Public Schools
Connie = A through Lincoln Park Public Schools
Blanche = Livonia Public Schools - Z

(517) 373-8483

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